

SY 2014-15 Program Requirements
Fresh Fruit and Vegetable Program Training Webcast
September 2014

Slide 1:

Hello and welcome to the FFVP training: Program Requirements for the 2014-15 school year. I'm Cindy Loechler, a PHN for the School Nutrition Team. Kathy Clark and I are the two coordinators for the FFVP in WI. You will meet Kathy during the webinars that will focus on your FFVP budget and the on-line claiming process.

Slide 2:

There are four training modules for this program. You are encouraged to complete "Program Requirements", "Budgets and Budget Revisions", and "3 Bids and a Buy" before starting the operation of your program. The "Claims" module should be viewed before you submit your first FFVP claim for the 2014-15 school year.

The "Program Requirements" module will focus on the overview of the program and all the rules and regulations associated with it. For those of you who may have participated in the FFVP prior to but not during the 2013-14 school year, please note that there have been significant changes over the past several years.

Slide 3:

This webcast has been divided into three parts: Program Basics, Program Planning, and Program Promotion and Nutrition Education. At the end of each part, is a short quiz. You will need to correctly answer the review questions before you can proceed to the next part.

Let's begin with Part One – Program Basics

Slide 4:

The FFVP was created as a way to create a healthier school environment by providing healthier food choices. It is designed to expand the variety of fruits and vegetables that children are exposed in hopes that by doing so, children will increase their consumption of fruits and vegetables. The ultimate goal of the program is to make a difference in children's diets that results in a positive impact on their present and future health. We all know the health benefits associated with eating more fruits and vegetables, but those health benefits can't be realized if fruits and vegetables are not eaten.

Slide 5:

Of the \$174.5 million dollars allocated for the FFVP in school year 2014-15, Wisconsin is allocated to receive just over \$3.2 million dollars. This has allowed DPI to fund 178 schools in 64 districts that will reach over 63,000 elementary students.

Slide 6:

USDA has provided a handbook for the program that can be found at this website. Please read through the entire handbook and become familiar with it as it does address all basic regulations and requirements. We are currently working under proposed regulations that came out in February 2012.

Slide 7:

The program is designed for elementary schools only. Schools with the highest free and reduced meal percentages receive funding based on an allocation of approximately \$51 per student. These funds are to be used to purchase fresh fruits and vegetables that are provided to all enrolled students in the participating school – giving all children the opportunity to sample fresh fruits and vegetables they may not have eaten before with the ultimate goal again to get students to eat and enjoy more fresh fruits and

vegetables. Fresh fruits and vegg must be served a minimum of 2 times per week during school hours. Funding is not provided to the schools initially but rather claim forms are completed and submitted for reimbursement.

Slide 8:

The grant award is distributed in two allocations. The first allocation period is July 1 through September 30. The funds provided in this allocation are based on the allocation A budgets you submitted with your grant applications. The first allocation or Allocation A funds are often used for the purchase of supplies and equipment but should also be used for the purchase of fruits and vegetables to be served in September.

The second allocation or Allocation B period runs from October 1st – June 30th. This second allocation provides the majority of funding and is to be used primarily for the purchase of fruits and vegetables. You will be receiving two Notification of Grant Award letters – one for each allocation.

Slide 9:

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Slide 10:

Students in middle/Junior and high schools are restricted from receiving the snack as are any school staff not involved directly with students at snack time, administrators, principals, community members, parents, grandparents or school guests. Some of you may have students from PK or K through 8th grade in one school building. If you have identified this school as an elementary school for listing in the Wisconsin School Directory, all PK-8 students can receive the snack. However, if you have identified two schools in the same building, perhaps grades PK-5 are identified and listed in the WI School Directory as the elementary school and grades 6-8 are identified and listed as the junior/middle school, snacks can only be served to the elementary students through 5th grade. The FFVP is designed to target elementary aged children. USDA believes funding used to pay for snacks for older children and adults takes away from the number of opportunities that can be given to elementary children.

Slide 11:

The FFVP snack must be served during regular school hours but outside of the breakfast and lunch meal times. Snacks may not be served during any before school or after school programs or child care. You decide the specific times and days of the week to serve the snack.

All students should be encouraged to “taste” the snack. It is OK to serve the FFVP snack with a milk break, but no other food items such as crackers, peanut butter, etc. can be served with the fresh fruits or vegg. Snacks also need to be eaten at school. Students may not take their FFVP snacks home to be eaten later.

Slide 12:

As mentioned earlier, snacks are to be served at least 2 days per week as stated in the USDA regulations. However, WI “Best Practices” recommends serving snacks at least 3 times per week to reinforce the healthy habit and to expose students to more fruits and vegetables. You may decide to serve the snack

daily. In past years there have been several schools in WI that served snacks each day. From what we hear, students look forward to their f/v snacks and would welcome them as often as possible.

Slide 13:

The most successful areas to distribute snacks will be where students can easily consume the fruits and vegetables and where nutrition education can be provided. Locations may vary depending on age and maturity of the students. Younger students may need more time and space that a classroom would offer whereas the older students may be able to eat the snack “on the run”. Don’t forget to think about clean-up time and garbage concerns as you decide where to serve the snack. Most frequently snacks are served in the classroom or a centrally located hallway that students pass through. This slide contains some additional location ideas you may want to consider.

Slide 14:

Distributing the snack can be done in a variety of ways. Most commonly, snacks are placed on trays, carts, or in baskets and then delivered to the classrooms. This delivery system could be done by students, teachers, principals, parent volunteers, or members of the food service staff. The other commonly used system is where a snack is distributed by placing it in a central location where children can take their snack as they walk past.

If served in a central location, best practices suggest staggering access to lessen congestion. Another best practice suggestion is to develop guidelines to remind children of good manners when they receive and eat their f/v snacks. Remember to use proper food handling practices when serving the snack. We will talk more about this a little later.

Slide 15:

There are a number of categories of allowable expenses. If you have already looked at your budget for FFVP, there are 5 categories that costs may fall under. These categories are split under two headings: **Operating costs and Administrative costs.** We will discuss these categories now in more detail.

Slide 16:

In the proposed rule that was published in February 2012, USDA has proposed a 15% limit to non-food items. While we wait to find out what the percentage will be in the final rule once it is released, we have set a Wisconsin limit of 20% for non-food items.

This means that at least 80% of your total FFVP grant award must be spent on food costs. Only fresh fruits and vegetables may be purchased. The produce you serve should be presented in such a way that it will be easily identified or recognized and students should be encouraged to sample them as they are – juicy, sweet, tart, crunchy etc.

You may choose to cook fresh vegetables and serve them once per week. This would especially pertain to those vegetables that are not normally served raw such as winter squash. When serving a cooked vegetable, you are required to include a nutrition education lesson related to the vegetable being served. Food costs would include value added services such as pre-cut produce, and ready-made produce trays. The other allowable food cost is fat free or low-fat dip that can only be served with vegetables – no dip of any kind is allowed with fruit. If you choose to make your own vegetable dip, we may ask to see your recipe to ensure that it is low-fat or fat-free. Please remember the purpose of the program is to introduce students to the taste of fresh vegetables. While a small serving of dip, no more than 2 T, may encourage students to try the vegetables, especially those that are new to them, consider offering the majority of the vegetables “dip-free”. A small serving of dip occasionally served with vegetables is ideal rather than dip always being served with the vegetables or more dip than vegetables being served.

Slide 17:

Here is a list of allowable and unallowable fruits and vegetables. Remember – FRESH fruits and vegetables – no seasonings, flavorings, or preservatives, with the exception of ascorbic acid. If you are purchasing a fresh fruit mix or prepared salsa, check the label to see what may have been added. If a pre-cut product has any other ingredients other than fresh fruits/vegetables and ascorbic acid, it is not allowable. If you are not sure of whether a food is reimbursable or not, please contact Kathy or me before you serve it.

These lists are not all inclusive but give you an idea of fruits/vegetables you may serve and fruits/vegetables you may not serve. Although USDA has reversed the verdict regarding smoothies for the school lunch and breakfast programs, smoothies are still on the non-allowable list for FFVP regardless of whether they are purchased or made on site.

Slide 18:

With at least 80% spent on food costs, up to the remaining 20% can be spent on non-food costs – this includes both **operating** non-food costs and all of the **administrative** costs. This is where it gets a little confusing.

Operating – Non-Food costs – costs of running the FFVP service. This includes documented expenses for acquiring, delivering, preparing and serving f/v are separated into non-food costs and labor

- Non-food costs – You may use FFVP funds to purchase nonfood items like napkins, paper plates, serving bowls and trays, cleaning supplies, trash bags, and small equipment like knives, etc. needed to operate your program. No pre-approval is needed for these small items. This is also where we would like you to report any delivery charges or fuel surcharges.
- Op Labor – salaries and fringe benefits for employees who do such tasks as washing and chopping produce, preparing trays, distributing produce to classrooms, setting up kiosks, restocking vending machines, and cleaning up. Documentation of labor costs is required for it to be claimed. You do not submit this documentation with each claim, but you must have it available as we could request a copy of it when we are reviewing your monthly claims. This documentation will also be reviewed during the Administrative Review process when conducted for your SFA.

Administrative Costs - In addition to being part of the 20% cap on non-food costs, administrative costs **have an additional limit of no more than 10% of the total grant award**. Admin costs are separated into administrative labor and large equipment expenses.

- Admin Labor – salaries and fringe benefits for employees who compile and maintain claims for reimbursement and other financial reports, plan and write menus, order produce, track inventory, and coordinate nutrition promotion activities. It is required that time and effort documentation to support this labor is maintained on-site. Admin labor must be claimed within 60 days of the end of the month. It can no longer be claimed quarterly or in a lump sum at the end of the school year. DPI does have the right to request any/all supporting documentation to ensure the program is being operated correctly. Please note that all costs associated with nutrition education and program promotion are not allowable costs and will not be reimbursed.
- Large equipment – is defined as purchasing or leasing equipment such as refrigerators, coolers, portable kiosks, carts, portable food bars –that costs \$250 or more. DPI approval is required and the equipment must be purchased by December 31, 2014.

Slide 19:

All operating and administrative labor time being claimed from FFVP funds must be documented and maintained on file at your school. The FFVP is now part of the Administrative Review process and therefore, this documentation will be reviewed at that time. You may also be asked to submit operating and/or administrative labor documentation if Kathy or I have any questions or concerns about any of your monthly claims.

Here is a sample of a FFVP timesheet that you may use. If your school district has a time reporting system that designates the funding source employees are paid from and/or what program their hours are supported by, that could be considered sufficient documentation to support the labor costs being claimed and you would not need to use this time sheet.

It may be easy to document time spent on operating labor as time needed to prepare, serve and cleanup snacks is obvious and employees are usually paid hourly. It may be more difficult to document administrative labor hours as time spent on FFVP may not be easily recognizable and staff responsible may be salaried employees. It is necessary, however, to have some kind of documentation to support the time and wages/fringes being claimed as administrative labor.

Recent clarification from USDA finds that, unlike other grants, the FFVP does not allow administrative labor costs to be claimed periodically, quarterly, or as a lump sum at the end of the school year.

Administrative labor costs must be claimed within the 60 day rule from the end of the month they were accrued. This is a change from past years that we will now be monitoring.

Slide 20:

As mentioned earlier, an Equipment Justification Form must be submitted and approved by DPI for the purchase of any single piece of equipment that costs $\geq \$250$. Large equipment pieces may be purchased with FFVP funds, however it must be used exclusively for the FFVP. If the equipment is used for multiple programs, the cost must be prorated. Examples of equipment include the purchase or lease of refrigerators, coolers, portable kiosks, carts, portable food bars, etc. All large equipment pieces must be purchased by December 31, 2014.

We highly recommend that you submit the Equipment Justification form and have it approved before you purchase the equipment just in case your request is denied. It may save your school and/or food service fund some unexpected expenses.

Slide 21:

To quickly review, let's look at an example – maybe that will make it a little less confusing. Evers Elementary School was awarded \$12,000 for the total grant award that is both Allocation A + Allocation B

80% of \$12,000 results in at least \$9,600 being spent on operating food costs (fresh fruits, vegetables, low-fat or ff dips).

The remaining 20% equals \$2,400. You will need to decide how you will budget, if any, of these non-food costs.

In addition to the 20% limit on non-food costs, **Administrative costs** are limited 10% of the total grant award. You could spend a maximum of \$1200 on administrative costs. This \$1200 would be included in the 20% limit on non-food costs. You do not have to spend any of your grant award on administrative costs and may elect to use all your money on operating costs.

Depending on the amount of administrative costs budgeted, if any, you would have a maximum of \$1200 to \$2400 that can be used for **Operating non-food/labor costs**.

Once you decide on how you plan to spend use your FFVP funds, the next step would be to decide how the funds will be dispersed between allocations A and B. Part two of this webcast will help you plan your budget and menu, but before we get into that, let's review.

Slide 22:

Part One Quiz Question #1

Slide 23:

Part One Quiz Question #2

Slide 24:
Part One Quiz Question #3

Slide 25:
Part One Quiz Question #4

Slide 26:
Welcome back for Part Two where we'll discuss the planning involved for a successful FFVP.

Slide 27:
In Part one, we discussed the basics of the FFVP and what you can spend your grant award on. In Part Two, we will briefly discuss the next steps to consider before you begin your FFVP for the 2014-15 school year – budget planning and menu planning. Careful consideration has to be given prior to the start of the program to determine how you will budget the funds awarded to you. You need to determine your budget and your snack schedule. In regards to menu planning, there are several things to keep in mind as well. Remember that the goal of the FFVP is to introduce students to fruits and vegetables they may not be familiar with in hopes that they learn to enjoy them.

Slide 28:
You are encouraged to develop a budget plan that will allow you to offer FFVP snacks from the beginning to the end of the school year. Determining how many days per week and how many weeks snacks will be offered will depend on the number of students you will be serving and the amount of funds you will be receiving. Your proposed funding is based on \$51 per student. Let's look at an example. Evers Elementary school plans on starting the FFVP snacks when school starts in September and plans to offer them through the end of May. Taking out a couple of weeks for holidays, this is approximately 34 weeks. Although USDA regulations require snacks be served at least 2 times per week, Evers Elementary plans on offering snacks 3 times per week which calculates to 50 cents per snack. If they had decided to offer snacks 4 times per week, the amount per snack decreases by 12 cents. Remember that these estimates include the cost of labor, equipment and supplies if you will be budgeting for and claiming any non-food costs. Perhaps you have volunteers that help prepare and serve the snacks or maybe you decide not to claim admin labor costs. Decreases in labor being claimed will allow you more funds to be spent on fruits and vegetables.

Once you receive your Notification of Grant Award letters, you will know exactly the amount of funding you will receive for allocation A and allocation B. If your enrollment or the number of students receiving snacks is different from the enrollment reported during the application process, you will first need to determine the per student funding amount.

You are strongly encouraged to monitor your funds throughout the school year as we'd like to have you use all your funds without ending the program early or returning a large amount of funds at the end of the year. You may need to adjust the number of times per week you offer snacks or purchase higher priced or lower priced fruits and vegetables as needed to use your funds efficiently. Returning large amounts of unused funds may affect your chances of receiving future FFVP grants.

Slide 29:
When planning your menu, remember that this is the fruit **AND** vegetable program, not just the fresh fruit program. Students, for the most part, would prefer fruits over vegetables, however, this program is designed to expose students to a wide variety of produce so try and serve vegetables weekly or at least 4-5 times per month.

Kathy and I will be reviewing your monthly claims looking for a variety of different fruits and vegetables.

Serving different varieties of the same fruit or vegetable is acceptable. For example, in the month of September you may choose to serve honey crisp, red delicious, pink lady and granny smith apples. Please specify the variety of apple on your claims.

Be sure to think outside of your normal purchases. Don't be afraid to offer foods that your students have likely never tried before or ones that may be too expensive for use in your breakfast or lunch programs.

Slide 30:

It is very important that you make every effort to spend your entire grant award. We expect to be returning over \$132,000 of unused funds to USDA for school year 2013-14. That is money that could have been used to fund a number of schools that unfortunately were not funded because they were just below the cut-off. You do want to start conservatively, but it is important to closely monitor your funds. If, by the end of January, you haven't spent half of your award, you might want to consider increasing portion sizes, increasing snack service days or simply purchasing more expensive food items.

Slide 31:

Keep in mind that many children will be trying foods for the first time so start small. Try portion sizes closer to ¼ cup and allow students to develop a taste for the foods. With time your students might develop a new favorite food and you can then increase portions. Remember there are no minimum or maximum portion requirements for this program. You may give older students a larger size than younger students. Also, don't give up on any foods. It takes multiple exposures to a new food for people of any age to develop an appreciation, tolerance or liking of it. Continue to serve portions of foods not well received but offer small portions. Vegetables must be served even if you believe your students like fruit better.

Slide 32:

When planning your menu try to pair higher priced foods with lower cost foods to maintain an average of \$0.50 per snack. If you are serving blackberries one day, try to serve a lower cost snacks such as carrots and/or bananas as the other snack that week to balance out the cost. Also, keep in mind the benefits of purchasing seasonal foods. Purchasing foods like apples, broccoli, and cucumbers in the fall; pears and citrus fruits in the winter; and asparagus, lettuce and berries in the spring will help you stretch your money.

Slide 33:

The FFVP is designed to serve all enrolled children in an elementary school including those students with dietary restrictions. For students with special dietary needs, it is important to inform their parents and physicians of the intent of the program – that is to provide fresh fruits and vegetable snacks – so they can determine if these fresh food items can be made available to the student or not. If the child's disability prevents them from consuming the fresh fruits and/or vegetables as prepared, the school would need to provide accommodations as detailed on the physician's statement. This statement may indicate that substitutions are required and/or texture modifications may be needed. Texture modifications may include the need for soft, cut, or pureed foods. In most cases, fresh fruit can be pureed but this is not always the case for fresh vegetables. Fresh vegetables should be used when feasible but may be cooked and then pureed when needed to meet the physician's statement for students with special dietary needs. The pureeing of fresh produce for students with disabilities must be done within the constraints of their medical requirements as described by their physician.

There may be a little flexibility in the area of texture modifications. For example, a parent may indicate that fruits need to be peeled and cut into small pieces instead of being served whole. A physician's statement would not be required for this modification.

The Accommodating Children with Special Dietary Needs guidance and updated prototype physician's statement can be found on the web page listed on this slide.

Slide 34:

Please note that FFVP funds may be used to purchase locally grown produce. Schools are encouraged to support local agriculture but are not required to do so. As long as proper procurement practices are followed, schools may purchase from farmers, markets, co-ops, or vendors. Randy Jones reviews the procurement regulations in the “Three Bids and a Buy” webcast on the FFVP training page.

Slide 35:

The WI Farm to School Toolkit for School Nutrition Directors is a great resource if you are interested in using local growers. This toolkit has been recently updated and can be downloaded from the Center for Integrated Agricultural Systems web site listed on this slide. In addition to providing information on locating and purchasing local foods to incorporate into your program, the toolkit has information to promote Farm 2 School as well as nutrition education materials from a variety of resources.

Slide 36:

The state’s F2S group is tracking information on Wisconsin-grown purchases. On the FFVP claim there is a question regarding whether a product is WI grown. You select “Yes” **only** when you know the product was grown in WI. If you are unsure of the item’s origin, you should select “No”. This is not asking about purchase location, only **GROWING** location. Common WI-grown products include apples, berries, carrots, kohlrabi, potatoes, squash and salad greens. Foods like bananas, mangos, jicama, citrus, etc. are not WI-grown and should not be indicated as such.

Slide 37:

As mentioned earlier, “Three Bids and a Buy” is a separate training on proper purchasing and procurement practices presented by Randy Jones, contract specialist. Please be sure to watch his webcast for information on proper procurement.

Slide 38:

Preventing or reducing the risk of food-borne illness or injury by contaminated fruits and vegetables is a priority in the FFVP. Since 2004, all SFAs are required to have a Food Safety Plan in place that includes Standard Operating Procedures (SOPs) that address food safety in all aspects of school meal preparation, ranging from procurement through service. The HHFKA of 2010 strengthened the existing food safety requirements to include SOPs for any facility or part of facility where food is stored, prepared, or served. This includes school courtyards, kiosks, classrooms or other locations outside the cafeteria. This requirement not only applies to NSLP and SBP but SMP, afterschool snacks, and yes, you guessed it, the FFVP.

The first link on this slide is to the Guidance for SFAs: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles. It was developed in June 2005 by USDA and is a 68 page document.

If you don’t have a current Food safety plan in place or need to revise it to include FFVP, you are encouraged to go to the Wisconsin DPI Food Safety page which is the second link on this slide. Here you will find prototypes that can easily be modified to meet your needs.

The third link is to NFSMI’s “Best Practices Handling Fresh Produce in Schools”. You can also find a link to his on under the Food Safety heading on the FFVP web page. This is a great reference that includes recommendations for handling fresh produce. It is divided into these six stages of produce handling. Although it is not required, it is highly recommended that at least one of your staff involved with preparing and serving the f/v snacks is certified in food safety practices and monitors other staff to ensure proper food safety steps are followed every day snacks are served.

Slide 39:

Part Two Quiz Question #1

Slide 40:
Part Two Quiz Question #2

Slide 41:
Part Two Quiz Question #3

Slide 42:
Part Two Quiz Question #4

Slide 43:
Welcome back to Part Three – Program Promotion and Nutrition Education. Both are required elements of the FFVP.

Slide 44:
In order for your FFVP to be successful, you must promote your program and gain the support of staff, students, parents, organizations and other local community members. Prior to beginning FFVP this year, consider announcing the program in newsletters and on your website. You may also consider alerting local media. Fill display cases and bulletin boards with information on the program, health and nutrition, and other related activities.
Remember, FFVP funds may not be used for the purchase of any promotional materials or the labor cost associated with program promotion.

Slide 45:
Schools have been very creative in the past. Some activities done in past years include kick-off assemblies, taste testing and farmer visits.
Please consider sharing your FFVP promotion successes by sending pictures of activities/promotional events so that we can share them with listserv members, post them on our FFVP webpage or even include them in a future newsletter. When taking pictures with children in them, you will need to have the parents/guardians sign a release. You may want to check with your school administrator to see if your school has a waiver or release form that can be used to take pictures of your students enjoying their fruits and vegetables at snack time.

Slide 46:
Encourage your students to become members of a “Just a Bite” or “I Tried It” clubs. Take pictures of them trying new fruits or vegetables and post them on a Wall of Fame in a prominent hallway, gym or even the school office. Studies have shown that students may be more willing to try something if you say “just **try** it” or “just take a **bite**” instead of saying “just eat it”.
Display the fruits and vegetables offered to students at PTO meetings so parents can see what f/v their children are tasting.
You are encouraged to get the school staff involved in multiple components of the FFVP. Teachers may want to volunteer to assist with the responsibilities of the program coordinator. They are also great resources for activities and nutrition education projects. Ask your art teacher to have students make posters of fruits and vegetables to display in the school. Maybe your music teacher can write a song about the program to sing in music class or for the morning announcements. Your school librarian can assist by displaying books about food and nutrition and reading them to classes.

Slide 47:
Nutrition education is a vital component for the program’s success. Providing some interesting facts about a fruit or vegetable might be the stimulus students need to be willing to taste a new fruit or vegetable. Providing nutrition education may also help your school reach your goal of a healthier school

environment, support your school's wellness policy and/or meet the requirements of the HealthierUS School Challenge.

Because FFVP funds may not be used for the purchase of educational materials or labor associated with nutrition education, we have developed a Nutrition Education page on our FFVP website. Here you will find a variety of free resources you can use to provide nutrition education to students in your school. Let's talk a little more about the importance of nutrition education.

Slide 48:

The focus of the FFVP is to offer fresh produce as a snack to elementary students. These snacks may be the first time that children will be introduced to some of these fruits and vegetables and perhaps the only ones they are offered that day. The last part of this statement is especially true for students who do not participate in the NSLP and SBP. Age-level appropriate education can be a vital component in the success of the FFVP as it may convince students to "take a bite". Nutrition education should be fun and varied to pique and hold your students' attention. On the nutrition education page you will find short video segments called Nutrition Nuggets that provide fun facts about foods, coloring sheets, word games and puzzles, songs about fresh fruits and vegetables, jokes, lesson plans and links to other resources. Nutrition education should be incorporated into both cafeteria and classroom activities.

Slide 49:

OK - to get you started, here are three jokes –

What are twins favorite fruit? – Pears

Why did the banana go to the doctor? – Because it wasn't peeling well.

Why shouldn't you tell a secret on a farm? – Because potatoes have eyes and corn has ears.

These might be a little "corny" to us – pun intended, but I'm sure the students will like them.

Slide 50:

Many people don't think of the cafeteria as a classroom, but the cafeteria is definitely a place of learning. Consider offering apple test tests, incorporating FFVP snacks into your lunch menus, providing information via table tents and posters, or creating a nutrition resource cart full of games, coloring pages, and fact sheets. Perhaps the menus sent home each month for lunch and breakfast could also include the fruit or vegetable being offered as the FFVP on snack days. Include a Fruit or Vegetable of the Month and provide information about it. I have heard on numerous occasions that students are educating their parents on fruits and vegetables found in produce sections of supermarkets because of new food items they had tasted during the f/v snacks.

Slide 51:

There are many ways for education to be conducted in the classroom. It is highly encouraged that when the snack is received and is being consumed that a small nutrition education lesson is given. It could be a lesson on where the produce was grown, what part of the plant is being eaten, or why it is a certain color. Nutrition and health, plant science, and food culture and origins can be adopted into the curriculum and taught on a yearly basis. Another wonderful avenue for education is the creation of a school garden. The WI Medical Society Foundation has just announced that they will be offering school garden grants ranging from \$500 to \$2000 each to public elementary or middle level schools in WI that wish to start or enhance a school garden. Applications must be postmarked by October 20, 2014. If you would like more information on this grant opportunity, please contact Kathy or me.

Slide 52:

Start the day with a "Food for Thought" activity – ask a fruit or vegetable trivia question, sing a song, or present a fact of the day. This "Food for Thought" moment would be great if given as part of the morning or afternoon announcements. Ask students a question about the fruit or vegetable for the day and have

them research the information prior to snack time. Utilize the resources available on the Nutrition Education page on the FFVP website by having a group reading activity or viewing one of the Nutrition Nuggets or fact sheets.

This slide asks the question, “What two states produce the most blueberries in the US?” The Answer is—Michigan (high-bush variety) and Maine (low-bush variety)

Slide 53:

There are some resources available that offer lesson plans. Here are two that were created by the Dept of Health Services: Got Veggies? And Got Dirt? You can download these resources from the links on this slide.

Slide 54:

Team Nutrition has released some garden resources as well. The Great Garden Detective Adventure is an eleven-lesson curriculum for 3rd and 4th graders to help them discover what fruits and vegetables are sweetest, crunchiest, and juiciest through a series of investigations and fun experiences connecting the school garden to the classroom, cafeteria and home. If you don’t have a school garden, perhaps you can adapt lessons to coincide with a trip to a local farm or a visit from a local farmer. TN also has created a 10 inquiry-based lesson series titled “Dig In!” for 5 and 6th graders in growing, harvesting, tasting, and learning about fruits and vegetables. Both of these resources include age appropriate materials such as posters and bulletin board materials to appeal to these different age/grade groups as well as information that can be sent home for parents/caregivers.

In 2010, DPI released “Planning Curriculum in Nutrition”. Lessons are developed for and identified by grades PreK through 12. Some of the lessons may be appropriate for your elementary students. This curriculum guide was sent to every school district last year so you may want to check with your administrator/principle to see where your school’s copy went. It is also included in the F2S toolkit that I mentioned earlier so you would be able to print it off in it’s entirety or print off just the pages you decide to use for nutrition education for the FFVP.

Slide 55:

The FFVP in schools has been a great program to involve outside partnerships. We have many success stories about partnering with local grocery stores, farmers markets/coops and produce associations as an avenue where they can highlight their fresh produce. The health benefits of developing good eating habits that include eating fresh fruits and vegetables on a regular basis is also the focus of many professional organizations in our community. The UW Extension as well as local health care providers such as RDNs, doctors, and nurses are great resources to tap into to provide nutrition education to your students. If a university in your area or surrounding area has a dietetic program, you have a potential gold mine for nutrition education as students are always looking for opportunities to talk about nutrition and in this case, specifically about fruits and vegetables. Hospitals and even insurance companies have a vested interest in getting students in the habit of eating fresh fruits and benefits as these students have the potential to be healthy adults which means lower health care costs. Let the community know you are a FFVP school and you may be flooded with volunteers from the community wanting to assist you with the FFVP at your school.

Slide 56:

OK - Last quiz for this webcast!

Part Three Quiz Question #1

Slide 57:

Part Three Quiz Question #2

Slide 58:

Part Three Quiz Question #3

Slide 59:

This concludes our training on Program Regulations for the FFVP. You are encouraged to watch the Procurement webcast “Three Bids and a Buy” and the Budget and Budget Revision webcast before you begin your FFVP for the 2014-15 SY. The Claiming webcast should be viewed before submitting your first claim for the FFVP. After you have watched all training webcasts, you are encouraged to complete the Training webcasts form that is posted on the website to document your completion of the annual FFVP training and submit it to Kathy or me. Our contact information is provided for your convenience. If you have any questions, please let us know.

Thank you for participating and for your support of Wisconsin students. Have a great FFVP school year!

Slide 60:

Non-discrimination statement